

Print Media Utilization of Agriculture Students in Tertiary Academic Institution of Zamboanga Del Sur, Philippines

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Abstract: *Print materials are produced and used to disseminate information and awareness on academic, political, socio-cultural, anthropogenic, health, and environmental issues. Knowledge and related intelligences imbibe in these materials are essentials for development of human potentials and nation progress. The present study was conducted to determine the time extents on print media utilization of agriculture students in three campuses of J. H. Cerilles State College in Zamboanga del Sur, Philippines focusing on the materials used, sources, reasons, and purposes of such usage. A validated checklist was used to gather data which were computed using statistical software. This study revealed that respondents often utilized books as sources of knowledge. These print materials were often retrieved from libraries and provided by professors. Health advantage, lesser money involvement, availability, and good presentation of reading materials were often the reasons of using print. Purposes of print utilization were often observed for entertainment, aid for better understanding of lessons, guide for projects and assignments required in the course, served as information tool on topics of great interest, and content quality. Print media is found to be essential element for academic, social, and entertainment purposes. Educators and students are encouraged to have consensus in the collection and accession of future print materials. Careful evaluation of the available reading materials for necessary updates and integration of online sources are also highly desired to assure content validity and consistency to the students' career.*

Keywords: *Agriculture students, print media, utilization*

I. Introduction

Print media is indisputably the first medium used to disseminate information. It is considered as one of the most powerful media among the people till today. It comprises but not limited to books, newspapers, magazines, booklets, brochures, flyers, press releases, and the like. It provides updates regarding society development^[1], academics, health, entrepreneurship, and various other aspects which raise the overall level of skills and knowledge of users along with a mixture of entertainment and information contents^[2]. However, its tedious process for massive production and circulation paves the way for the exploration of new communication technologies such as radio, video, computer, television, mobile phone, internet, and the like which transmit information more easily and effectively. Whatever forms of media may be rooted for power to inform, entertain, and influence humans' purposes for safety, improvement, and development initiatives. This calls media and agriculture sector for double effort to ensure success and sustainability.

Concerning this alarming deviation, print still exists because it has the content quality and other relevant criteria which are evaluated and testified by professional editors and accredited publishers. Among other considerations on the existence of print, this study aimed to determine the print media utilization of the agriculture students in three campuses of J. H. Cerilles State College in Zamboanga del Sur, Philippines. It specifically identified the frequency of usage of print media materials, sources, reasons, and purposes of such usage. The utilization and activities of these respondents may serve as barometer in maintaining and increasing the dissemination of print materials as well as strengthening the managerial, collection, and other relevant areas of management to foster scholarly and field engagements.

II. Materials And Methods

The College of Agriculture, Fisheries, and Environmental Studies is one of the programs offered in J. H. Cerilles State College that primarily focuses in agricultural matters, fish production, and environmental trends. Its major fields are animal and crop sciences. It is considered as the most valuable program and flagship of the institution since it has regulated. It operates researches from Department of Agriculture, Department of Agrarian Reform, and other nearby agencies for local and national development purposes as well as initiates farming methods and practices to generate income. To continually serve among of these significant contributions, consideration on the materials used by the students are necessary factor to determine where knowledge and related intelligence and skills are acquired. This consideration is where the study roots. This investigation was conducted in the three campuses of J. H. Cerilles State College particularly located in the municipalities of San

Miguel, Dumingag, and Tambulig in Zamboanga del Sur, Philippines. A sample of randomly chosen 295 agriculture student respondents who were officially enrolled in the 1st semester of SY 2015-2016 was considered. The collection of data was made possible through the pilot tested and validated structured checklist (0.866) computed using statistical software. This validated instrument was administered to the respondents to gather the data and computed using related software. Weighted mean, standard deviation, and p-value were statistical tools used to analyze and interpret the data.

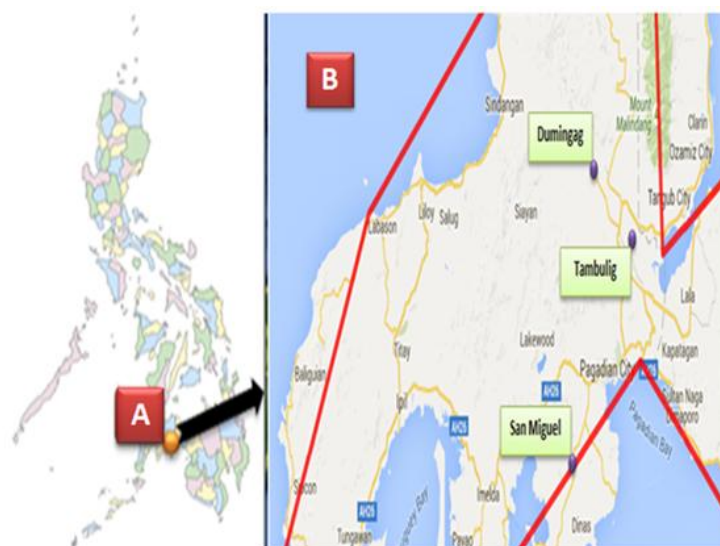


Fig. 1. Map of Zamboangadel Sur (A)^[3] and the sampling areas (B)^[4].

III. Results And Discussion

Agriculture students accessed print media from different sources for certain reasons and purposes. The need of print is crucially observed as the most common category of teaching-learning support^[5] and as an aid in performing academic and field engagements.

Table 1. Print materials used by the respondents.

Variable	School 1	School 2	School 3	P-value
Books	4.04	3.68	3.47	0.05
Newspapers	3.15	2.78	2.27	0.09
Magazines	3.15	2.86	2.37	0.09
House magazines, periodicals or newsletters	3.46	3.46	2.50	0.07
Booklets and brochures	3.75	3.11	2.66	0.06
Flyers	2.95	2.72	2.40	0.09
Press releases	2.88	2.68	2.06	0.10
Aggregated mean	3.34	2.66	2.53	
Standard deviation	0.42	0.33	0.55	

*Legend:

Significant (P < 0.05)

Numerical Rating

- 5 – (4.21-5.00)
- 4 – (3.41-4.20)
- 3 – (2.61-3.40)
- 2 – (1.81-2.60)
- 1 – (1.00-1.80)

Adjectival Description

- 5 – Always (A)
- 4 – Often (O)
- 3 – Sometimes (So)
- 2 – Seldom (Se)
- 1 – Not at all (N)

Respondents often considered books to access significant information (Table 1). It means that only these printed materials were only the common reading tool that respondents utilized. This stresses that books were print media usually used and very familiar to the learners^[6]. In relation to their course, agriculture requires known and updated theories and systematic methods for application which books essentially provide. Books provided more related opportunities to expedient learning^[7]. This says that since books were only their source, these should be timely and updated. Books are solid and valuable channel of ideas^[5] but less timely among printed materials^[8] and thus teachers and librarians should remove obsolete materials from shelves because credibility and other important aspects for reliable information are significant criteria for theoretical and practical basis of the students.

This observation shows a big trust on books among print materials because these undergo selection, editing, and proofreading and contain topic in depth with website links to ensure detailed coverage^[8], but might draw susceptible pitfalls to students. Books are not enough dispenser of knowledge. They must adhere to other print resources because latest news and updates aired regarding agricultural methods, practices, and other necessary information are not mostly covered in books. Students must observe comprehensive evaluation on the sources and timelessness of books in order not to be fraud and late from new developments, thus preference on books in terms of users' reasons and purposes should also be carefully examined in order to identify relevant actions necessary to facilitate learning.

The sources of print materials are presented in Table 2. As observed, respondents often accessed reading materials from library and their professors to raise knowledge, understanding, confidence, and other related advantages. This is concomitant to recent findings in Philadelphia and Scotland^[9, 10]. These resources have reinforced students' study habits^[11] and implied a good indicator of their eagerness to learn^[12] supplemented with their own exploration from compendium of materials of their professors and inside the library. This strengthens students' collaboration to educators and librarians in order to accumulate factual information towards the development of lesson.

Table 2. Sources of print materials.

Variable	School 1	School 2	School 3	P-value
Library	4.06	3.81	3.43	0.05
Department	3.78	3.21	3.00	0.06
Professor / Instructor	3.75	4.02	3.78	0.05
Student Center	2.50	2.42	1.65	0.13
Friends or Peers	1.89	1.48	2.87	0.20
Aggregated mean	3.20	2.99	2.95	
Standard deviation	0.95	0.95	0.88	

*Legend:

Numerical Rating

- 5 – (4.21-5.00)
- 4 – (3.41-4.20)
- 3 – (2.61-3.40)
- 2 – (1.81-2.60)
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This study revealed that libraries and teachers play a vital role towards respondents' overall achievement. It asserts that most of the students associated their academic and career achievement from libraries^[13, 14, 15] while teachers counterpart as supplementing and verifying dispenser of concepts extracted from various sources^[16, 17]. These key roles have raised students' literacy knowledge and awareness, therefore requiring the latest and most credible references of all print materials parallel to career needs. Seminars and trainings of professors are also needed to upgrade their competency necessary for students' chosen profession. This stresses that school libraries alone are not enough to provide all the needs^[7] as well as those of teachers^[18]. Therefore, librarians, educators, and relevant community stakeholders should convene certain services regarding standards on accession of future materials from reputable publishers and personal and professional development of professors that support their career and student clientele, thus congruent to the government agenda^[19]. This study regarding reasons of print selection is necessary to prevent future catastrophe through determining nature and extent of media for agricultural development purposes and in order not to replace content quality materials to newer invention that lacks reliability. Their pro-active steps on relevant management systems are necessary to ensure alignment of print resources to the current developments of the field and future improvement of students and community. All of these will surely bring better inclination on studies and thus attainment of learning expectations will be highly possible.

Table 3 presents the reasons of using print. As manifested in the table, it shows that experiencing thrift in using print materials because of power-cost free when used, assuring of the health advantage because of free from radiation, getting copies because of availability in school premises, reading concentration because of free of distractions like pop-up images, retrieving and evaluating entire contents because of organizational presentation, and borrowing, lending or sharing because of inexpensiveness and minimal care requirement were often the reasons of respondents upon using print. This says that respondents looked for lesser monetary expense, health advantage, good presentation, and availability of these materials upon discovering lessons and meeting requirements for their course. Two recent studies claimed with similar results^[20, 21] that money involvement, healthy usage, manner of presentation, and easy access were considerations in using print. They often experienced thriftiness, assured healthy utilization, retrieved more copies easily, concentrated reading the information far away from distractions like pop-up images, blogs, and undesired links, evaluated entire contents

in an organized manner, and could borrow these materials from friends or nearby sources. These all contribute to the foster connection of knowledge and experiences better through material and peer interaction.

Table 3.Reasons of print utilization.

Variable	School 1	School 2	School 3	P-value
I experience thrift in using print materials because they are power-cost free when used.	4.11	3.91	3.26	0.05
I am assured of the health advantage of printed materials because they are radiation-free.	4.08	3.79	3.69	0.05
I can get copies of print materials because they are available within the school premises.	4.90	3.86	3.16	0.04
I am attracted to the physical beauty of the print media because of the appropriate artistic cover designs and illustrations.	3.66	3.86	3.53	0.07
I can sustain focus on the printed lines because words are readable and papers used are eye-strain free.	3.72	3.83	3.40	0.06
I can concentrate in reading the information in printed materials because they are free from distractions like pop-up images.	3.99	3.75	3.54	0.05
I feel convenient with print materials because I can hold them, turn on or flip pages, bring along with ease anywhere and anytime I want.	3.91	3.89	3.73	0.06
I can retrieve and evaluate the entire contents in printed media because of their organizational presentation.	4.59	3.65	3.59	0.04
I am convinced with the authors', editors' or illustrators' earnest value, skill and competence in producing print media.	3.80	3.89	3.56	0.06
I can borrow, lend or share print materials because they are less expensive and require minimal care.	4.03	3.79	3.31	0.05
Aggregated mean	4.00	3.90	3.48	
Standard deviation	0.41	0.51	0.19	

*Legend:

Significant (P < 0.05)

Numerical Rating

Adjectival Description

5 – (4.21-5.00)

5 – Always (A)

4 – (3.41-4.20)

4 – Often (O)

3 – (2.61-3.40)

3 – Sometimes (So)

2 – (1.81-2.60)

2 – Seldom (Se)

1 – (1.00-1.80)

1 – Not at all (N)

This investigation stressed that respondents were conscious of the organization of contents of print materials, spending money wisely, maintaining healthy student relationship and lifestyle on reading leisure, comprehensiveness of information, and accessing of print resources in most comfortable and easiest way. They were convenient because they could lend and share these materials whoever asked them to and yet duplicate them with low cost, thus serving print media as a generating factor for passing information^[2], discussion, and linkage of ideas. This manifestation showed investment on healthy print usage and reading leisure, therefore interest of gaining knowledge from various materials is evident. These observed reasons on lifestyle, usage, and accessing practices are suitable for integration of follow up and relevant articles and reviews to increase awareness on the recent local and foreign trends regarding strategies for agricultural productivity^[22]. Students must active on reading print so that dearth and unlikeness^[23] would be avoided because little and lack of knowledge influence their future farming decisions and other persons working in the related field. This study regarding reasons of print selection are necessary to prevent future catastrophe through determining nature and extent of media for agricultural development purposes^[24] and in order not to replace content quality materials to newer invention that lacks reliability. Inappropriate sources from new media must be taken into consideration because it results to students' high dependency on this virtuality^[25], thus possible failure. This suggests professors to be more vigilant and evaluative on sources and website links applicable for further readings.

Table 4.Purposes of print media utilization.

Variable	School 1	School 2	School 3	P-value
Serve as a means for entertainment or fun during free time	3.90	3.83	3.46	0.05
Give a sense of control over peers whenever updated and reliable information is shared	3.86	3.80	3.36	0.07
Facilitate better understanding of lessons discussed in class	4.00	4.00	3.83	0.05
Reinforce continuity of learning in lessons taken in class	3.89	3.86	3.61	0.06
Help facilitate difficult lessons, projects or assignments required in the course	3.98	4.11	3.90	0.05
Supplement or complement other forms of media during research activities.	3.89	3.86	3.71	0.06
Provide comprehensive information on topics of great interest				

	4.02	3.74	3.69	0.05
Enhance knowledge and skills and assure content load accuracy	4.14	3.90	3.74	0.05
Aggregated mean	3.93	3.92	3.66	
Standard deviation	0.06	0.46	0.18	

***Legend:**

Significant (P < 0.05)

Numerical Rating	Adjectival Description
5 – (4.21-5.00)	5 – Always (A)
4 – (3.41-4.20)	4 – Often (O)
3 – (2.61-3.40)	3 – Sometimes (So)
2 – (1.81-2.60)	2 – Seldom (Se)
1 – (1.00-1.80)	1 – Not at all (N)

Table 4 presents the purposes of respondents on the utilization of print materials. Principal purposes of the respondents' usage were often observed as means for entertainment, facilitating better understanding of lessons and difficult projects and assignments discussed in class and required in the course, providing comprehensive information on topics of great interest, enhancing knowledge and skills, and assuring content load accuracy. This signifies respondents' positive inclination in learning on ways they preferred to conveniently observe. It means that print serves as an important tool for recreational reading and success of academic and socio-cultural awareness. This affirms the later findings that the tasks of print materials are to provide large audience with information, culture, and entertainment^[2, 26]. These materials helped them in daily scholarly engagements and acquired knowledge on community issues. This now demands for timely information so that knowledge on particular issues is new and upgraded. This will surely help them in learning new knowledge on farming methods, practices, and technologies and possibly devise new approaches for successful farming. Knowledge of these respondents is pertinent for the upliftment of community socio-economic status and reducing the poverty problems^[27]. Educators must be familiar on reputable publishing companies which provide quality information regarding agriculture. There is also a need to examine currently used materials for future accession bases.

Print media raises the overall level of skills and knowledge of users along with entertainment and information contents^[2]. It is a good channel to inform, educate, and motivate the community to accept new ideas and technologies so as to enhance living conditions^[26], thus revealed media as very essential tools for the transfer of information and awareness to constitute society development^[1]. This means that materials using text are very useful to inform users about events as well as technical knowledge on specific issues. Therefore, print media plays a very significant role in the widespread dissemination of latest agricultural information and technologies for agricultural development perspectives. Since familiarity of print materials^[6], its effectiveness to teaching-learning support^[5], and readership of the respondents were revealed also in this study, educators and librarians should select the best materials very related to the offered program so that there is congruency of students' academic track and reading habits to successfully achieve their future career for local and national benefits. In general, education authorities, media, and agriculture sector must have collaboration and double effort to ensure success and sustainability.

IV. Conclusion

Information and knowledge incorporate from print materials are essential elements for the students to fully achieve their chosen profession. This study found that these materials often help them in developing and elaborating their lessons and accomplishing their course requirements supplemented with available sources from libraries and professionals. Considerations on not using print materials other than books could also be monitored for future accession bases. However, there is no doubt on the valuable contribution of print to the academic success of agriculture students, thus necessary actions could be done in accessing timely and credible material that provide latest and significant information for theoretical consciousness and actual practice in the field.

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